DOCUMENT RESUME

ED 416 343 CE 075 763

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TITLE	Access to Adult Learning Opportunities. Tierra de Oportunidad Module 6. LAES: Latino Adult Education Services Project.
INSTITUTION	Hacienda La Puente Unified School District, City of Industry, CA.; California State Univ. Inst., Long Beach.
SPONS AGENCY	California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE	1997-00-00
NOTE	27p.; For related modules, see CE 075 757-787.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; *Adult Basic Education; Adult Literacy; Educational Media; Educational Needs; *Educational Opportunities; *English (Second Language); *Functional Literacy; Integrated Curriculum; Learning Modules; Lesson Plans; Lifelong Learning; *Literacy Education; Needs Assessment
IDENTIFIERS	*California; 353 Project

ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on access to adult learning opportunities. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points regarding the need for lifelong learning, the right to low-cost learning opportunities, types and benefits of different types of educational media and resources, and employer-sponsored workplace learning); sample learning activities; list of educational resources, adult education-related Web sites, and commercial ESL textbooks; sample lesson plan; transparency masters; learning activities and student handouts; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: match personal interests and education with job requirements; gather information on adult learning opportunities; analyze career paths; and choose leaning opportunities for advancement on the job. Included in the lesson plan are the following: objectives, description of the module's target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

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ED 416 343

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 6

Access To Adult Learning Opportunities

Ed Kissam and Holda Dorsey

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INSTRUCTIONAL AREA
Developing Life Long Learning

MODULE 6
Access to Adult Learning Opportunities

Overview

Adult learners, who are immigrants, face formidable barriers in achieving the competencies they will need to fulfill their potential in American society -- learning a new language, acquiring new occupational skills, and building their ability to participate in community life and to make use of information and organization resources that are available.

Access to learning opportunities, particularly learning to speak English, is a key element in immigrants' occupational advancement. While many immigrant parents may feel that they will make whatever sacrifices are necessary on behalf of their children, research indicates that investing time in their own education may be the best way to help their children. Lifelong learning, in structured, formal learning programs, and in the full spectrum of informal social interactions is a reality all of us must accept.

Even if there are long waiting lists for entering an adult learning program, there are many alternative ways of learning and motivated adult learners can even undertake their own self-directed course of learning in virtually any field -- relying on the many resources of the Information Society. Adult education programs provide a variety of learning opportunities at no cost or at low cost. Similarly, community college courses represent a tremendous bargain for people wanting to invest in developing their own potential Probably no single way of learning is best. The most effective approach to learning seems to consist of a mix of learning from structured instruction, informal communication with friends, family, and co-workers, self-directed reading, and even "surfing" the World-wide Web.

It is necessary for adult immigrant learners to understand that they will not learn to speak English in class. In class, they will learn to start speaking English but their learning must continue outside class in all facets of life -- in family life, in social interactions, on the job, and as part of community participation. To the extent that "learning English" is a metaphor for learning to function with ease and agility in U.S. society, the same process of extending learning from the initial "foot in the door" of classroom learning to non-stop lifelong learning is also a necessary one. New cultural and social skills are almost as difficult to build as are language skills. Different workplaces will, also, each have a distinctive "corporate culture" which workers will need to recognize and adapt to.

For families with children, learning with their children is one mechanism to continually absorb new language skills and information about an unfamiliar society. This learning, sometimes, may take the form of conflict as children are exposed to

new points of view, values, and as they experiment with new ways of interacting and relating with their parents. The clashes that, when poorly directed, escalate into serious generational conflict can be better managed when recognized as opportunities for both children and their parents to learn how to function better in a multi-cultural society.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the students how the module and the class activities contribute to these skills.

Basic Skills	using adult school and college catalogues, estimating the economic value of different adult learning options; communicating personal aspirations, explaining personal uncertainties, seeking help in decision-making, effective dialogue with counseling staff;
Critical Thinking	imagining scenarios to anticipate and prepare to solve problems involved in combining work, family life, and adult learning, assessing the feasibility of competing options; understanding the need for creating a gameplan for personal development, understanding the value of mixing structured learning in formal programs and self-directed learning, learning about the availability of remedial help such as tutoring, and counseling;
Personal Qualities	learning to respect ones' aspirations, learning to manage and overcome one's limitations, learning how to recognize progress in lifelong learning (as distinct from "magic" acquisition of new skills); seeking appropriate information before acting, outlining long-term plans, preparing to modify long-term plans to cope with unanticipated problems;
Uses Resources	learning the help counselors can give, learning to rely on one's own personal abilities to move ahead, learning to pick and choose among alternative learning options, learning to assess

	tradeoffs between "ideal" learning programs and cost in time or money;
Interpersonal Skills	discussing one's own aspirations, constraints, and personal concerns with counselors, with peers (other students), and family;
Uses Information	acquiring information on available learning opportunities (via print, electronically, and orally), seeking information from fellow students on the service quality of competing adult learning programs, using counselors judiciously;
Works With	understanding free and low cost systems providing adult learning opportunities;
Uses Technology	using the World-wide Web to explore adult learning options.

1. **Access to lifelong learning is necessary to achieve social and economic equity in the U.S.** The U.S. is an information society. Without the ability to gather crucial information, and analyze it thoughtfully, people will not be able to effectively confront the problems they face -- either on the job or in their lives. Everyone can learn -- if they develop the self-confidence to learn and if they demand that they get quality instruction. There are many sources of information and resources for assistance in learning and even if a classroom program is not accessible, motivated learners can learn on their own.

2. **Adults' rights to low-cost learning opportunities irrespective of immigration status are now in question but some opportunities remain.** Most adult education programs do not require evidence of legal immigration status but community colleges are now required to request that immigrants make an effort to secure evidence of legal residency to secure low-cost tuition rates. The issue is currently being litigated. Employment training programs currently require proof of employment-authorized status. Many employment training programs have been reluctant to serve limited-English participants but job training applicants who are willing to stand up for their rights can improve their chances of becoming enrolled in an educational program.

3. **Adults who have attended an adult education class for a number of weeks or months must understand that the difficulties they have experienced in achieving their long-term educational goals do not mean that they are bad learners.** An ESL, basic skills, or vocational education class that lasts for only a few weeks or months cannot be expected to overcome the tremendous educational gap between the skills of an adult learner with an elementary school

education and the skills needed in the contemporary workplace. Adult learners must recognize that one of the most important skills they can learn in class is "learning to learn" and that one of the most important commitments they make will be to continue learning once the class is over.

4. **Adult learners must recognize that classroom instruction needs to be supplemented by constant efforts to extend learning into the realm of everyday life. A key misconception is that complex new skills can be acquired simply by "being a good student" in class, i.e., attentive, diligent, and involved.** The skills' development process must be nurtured and recognized to take place over a period of years, not a period of days, weeks, or months. "Learning to learn" competencies include the motivation to learn from all facets of everyday life and the conceptual bridges to relate classroom learning to ongoing learning in informal contexts. Motivation is ultimately the learner's responsibility but learning why and how to extend learning beyond the classroom must be actively emphasized and practically taught by ABE and ESL instructors working with immigrant learners.

5. **Libraries, as well as public radio and television are a resource for self-education.** Libraries in the U.S. are developing at least small collections of books, newspapers, and periodicals in Spanish. The more these community resources are used, the more they will grow. Libraries are free and are strongly committed to serving their "customers" but they are not yet used fully by immigrants, as most staffs do not speak Spanish and few books in their collections are in Spanish. California has a strong Spanish-English public radio network but no Spanish-language public television stations. In the future, there are likely to be more and more opportunities for on-line learning accessed through computer terminals.

6. **Employer-sponsored workplace learning programs provide an effective way for immigrant workers to build their English-language, mathematics, and basic skills.** Workplace learning programs are usually initiated by employers but employees can often suggest the idea. The California Department of Education is promoting the establishment of workplace learning programs and workers can refer their employers to local adult education agencies.

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Sample Learning Activities

1. Invite a community leader to talk to the class about the educational challenges they faced in getting to their current position.
2. Ask each participant to discuss their long-term educational plans. One option is to invite a vocational counselor to the class to go through one or two counseling sessions with students in the class (who volunteer to allow the class to observe their dialogue with the counselor). After this demonstration, the class can discuss whether or not they thought the counselor's advice seemed helpful.
3. Estimate the value of an education based on different earnings of blue-collar workers, technical workers, and professional workers.
4. Invite a speaker from the local private industry council, an employment training provider, or community college to discuss skills training options available in the community.
5. Discuss with the class different philosophies about language learning -- e.g., Immersion, Transitional ESL, Bilingual -- and discuss their personal preferences about how best to learn a new language.
6. Help students in your class set up a cooperative learning support group of family, neighbors, or friends to continue learning after they have completed your class.
7. Discuss what class participants have learned about the U.S. from different television programs. Is the information conveyed by television programs accurate or not? If the information is not accurate, describe the inaccuracies and compare and contrast which programs are more or less accurate.
8. Survey the class to see if any class participants rely on magazines for practical information. What kind of information? What kind of information can not be found in magazines?
9. Make a list of jobs that require some forms of credential or certificate and those that do not. For which of those jobs requiring credentials or certificates, the certification could be secured through community college attendance, four-year college, or still more education?
10. Have the class discuss what each student who is employed thinks they could do at work to develop new or better skills in three areas of personal importance to them.
11. Ask students in the class to pair off. Each member of the pair should identify the three main barriers they face in building the skills they want and seek the counseling advice of their partner. Each pair can them "report out" and the class can compare notes about the most common problems and solutions.

12. Give the class the assignment of using the telephone directory (white and yellow pages) to identify major adult learning institutions in the community, spot them on a map of the community, and find out what kinds of public transportation would get them to each one.

13. Set up workgroups of three to four students to review available adult school catalogues, private trade schools, employment training programs, and community college catalogues to consider why it might be better to attend one or the other (taking into account the personal needs and concerns of their class members).

Resources Checklist

1. Local community college catalogue
2. Local adult school catalogue
3. Local Private Industry Council list of employment training programs
4. Television section of the newspaper
5. Community events section of the newspaper
6. Classified Ads section of the newspaper
7. Local Career Counselors --adult school, Community College, EDD, Vocational Rehabilitation, High School.

Adult and Continuing Education listing of sites.
www.yahoo.com/Education/Distance_Learning

California Distance Learning Project - information and online instruction
www.otan.dni.us/cdlp/cdlp.html

Commercial ESL Textbooks

- Choices: Discovering Your Community, Contemporary Books
  Unit 1, Are You Moving?
  Unit 6, I Checked Out This Book

- Choices: Families and Schools, Contemporary Books
  Unit 12, I Love Being a Doctor

- Workskills, Book 2, Prentice Hall Regents
  Unit 9, Goal Setting
  Unit 10, Job Training and Continuing Education
  Book and Audiotape

- Workskills, Book 3, Prentice Hall Regents
  Unit 10, Job Training and Continuing Education
  Book and Audiotape

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SAMPLE LESSON PLAN

06. ACCESS TO ADULT LEARNING OPPORTUNITIES

OBJECTIVES

- match personal interests and education with job requirements
- gather information on adult learning opportunities
- analyze career paths
- choose leaning opportunities for advancement on the job

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Chairs and small tables for flexible team work. Overhead, screen.

TO BRING

Newspaper want ads.
Transparencies, handouts, markers.
Glue sticks and several pairs of scissors.

TO DO AHEAD

Prepare 3x 5 cards.
Buy or collect newspapers

MEDIA USED

Overhead

STEPS

Warm Up
Introduction
Personal Interests
Four Corners
Education Needed
Match The Job
Break
Learning Opportunities
Comprehension
Discussion
Career Path Research
Application
Closure

Lesson Plan: Access to Adult Learning

Warm Up

(10 min) *Motivation*
- *Establish Need*

Teacher - Ask the following questions at random. There are no right or wrong answers, the questions are to set the mood:

Have you ever worked at a job that you liked?
Have you ever worked at a job that you disliked?
How can you prepare to get a job or a better job?
Where can you go to learn?
Who has time to study?
Can you help your children with school work?
How far is the library?
Do you listen to the radio? In English?
Do you watch TV? In English?
Do you read the newspaper?

Introduction

(10 min) *Information Preview*
- *State Objectives Formally*

overhead

Teacher lists objectives to be covered.
You will be able to:
- match personal interests and education with job requirements
- gather information on adult learning opportunities
- analyze career paths
- choose learning opportunities for advancement on the job

You will also practice:
- discussing topics where there is a difference of opinion
- using catalogs, diagrams, newspapers
- working as a team

Personal Interests

(11 min) *Motivation*
- *Establish Tie to Interests*

print

Teacher describes that everyone has different interests on a job. We all want to get paid, but we also have some preferences on the work environment.
Teacher hands out one paper per couple of students.
Students are to work with a partner and initial the statement that best fits each of them.
When they finish marking the paper, students are to clarify their choices.
Remind the students that all the answers are correct.

Four Corners

(15 min) *Practice & Feedback*
- *Creative Practice*

When the students finish their discussion, teacher asks them to stand up and walk to the appropriate corner.

Teacher reads a statement and points to a corner:
"Students who like to work alone, please stand at this corner.
Students who like to work with only a couple of people, please stand at that corner.
Students who like to work with lots of people, please stand over at that other corner."

Teacher waits for the students to take their "corners", then reads the next

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Lesson Plan: Access to Adult Learning

		statement. Continues or repeats statements.
(12 min)	**Education Needed** *Information Acquisition* • *Silent Reading* *print*	Teacher gives the student the handout on Education Level Needed... Teacher explains, that for every job there is certain amount of education needed and to advance in the U.S. it is necessary to invest in education. After the students read the page silently, teacher asks for volunteers to explain each of the levels of jobs and their basic interest areas.
(12 min)	**Match The Job** *Practice & Feedback* • *Group Practice - Indep.* *3 x 5 cards*	Teacher asks students to sit in groups of four. Teacher hands out the cards with examples of interests and skills for the students to match to potential jobs. Students discuss and come to agreement as to the kind of job that the person should seek. A speaker from each group reports back to the class.
(10 min)	**Break** *Other* • *Administration*	Teacher takes attendance roll. Students may want to use the restroom or have some refreshments.
(15 min)	**Learning Opportunities** *Information Acquisition* • *Silent Reading* *print*	Teacher asks students about the kinds of learning opportunities that they know about. Teacher writes on the board all of the suggestions. Teacher hands out the reading "Learning Opportunities". Teacher asks students to scan the paper and count the paragraphs. Teacher gives students the opportunity to predict what the reading is about. Teacher asks students to read silently and underline words they do not understand. Students ask meaning of new words, teacher allows other students to explain the new words when they can. Teacher reads aloud to the class. Students read silently one more time.

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Lesson Plan: Access to Adult Learning

	Comprehension	Students work in pairs to find the best learning opportunities to access for the situations listed.
(15 min)	*Practice & Feedback* *• Q & A*	Teacher walks around assisting as necessary. Teacher may ask volunteers for their answers. (All answers are correct if logical).
	print	
	Discussion	Students with their partners discuss what would be the best way for themselves to continue learning, and what they do outside of the classroom to extend the learning opportunities.
(10 min)	*Motivation* *• Establish Tie to Interests*	
	Career Path	Teacher explains to the students the importance of career planning even in middle age. It is never to late to learn something new and to prepare yourself for change.
(15 min)	*Practice & Feedback* *• Group Practice - Indep.*	Students in pairs analyze the diagrams in the hand out, discuss the reality or validity of the diagram, and whether it is possible to follow it. (All opinions are valid).
	print	Teacher may ask some pairs to present their conclusions to the class.
	Research	Teacher tell students that now they can put together all they have learned. Students are to look through newspaper ads and select four Want Ads representing a professional job, a blue collar job, a technical job, and a job of interest to the student. Then they are to list the education or training needed for the job and where they could access it.
(15 min)	*Practice & Feedback* *• Individual Practice - Indep.*	
	newspapers	This exercise can be done alone or as a research assignment outside of the classroom (homework).
		Students will share their selected ads and information with the class at an agreed date.

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Lesson Plan: Access to Adult Learning

	Application	Students reflect on what they learned and how they can apply the information to their personal plan.
(20 min)	*Practice & Feedback* *• Debriefing*	Students prepare a sketch of a personal plan for Accessing Learning Opportunities. Students summarize their ideas and present them to the class.
	Closure	Teacher reviews objectives. You are able to:
(10 min)	*Closure* *• Instructor Summary*	• match personal interests and education with job requirements • gather information on adult learning opportunities • analyze career paths
	print	• choose learning opportunities for advancement on the job You also practiced: • discussing topics where there is a difference of opinion • using catalogs, diagrams, newspapers • working as a team

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Access to Adult Learning Opportunities

OBJECTIVES

You will:

- match personal interests and education with job requirements;
- gather information on adult learning opportunities;
- analyze career paths;
- choose learning opportunities for advancement on the job.

You will also practice:

* discussing topics where there is a difference of opinion;
* using diagrams;
* working as a team.

Interests

Work with a partner. Put your initials by the statements that best fit you.

Partner A		Partner B
	I like to work	
_____	alone	_____
_____	with only a couple of people	_____
_____	with lots of people	_____
	I like to	
_____	make products people can use	_____
_____	do a service for others	_____
_____	help people with their problems	_____
	I like to work with	
_____	things: machinery, tools.	_____
_____	other people: selling, entertaining, helping.	_____
_____	data: numbers, information, facts.	_____
_____	ideas: thoughts, knowledge, concepts.	_____
	I like to work	
_____	fast	_____
_____	slow	_____
_____	medium	_____
_____	sometimes fast, sometimes slow	_____
	I want to have	
_____	little responsibility	_____
_____	some responsibility	_____
_____	a great deal of responsibility	_____
	I would prefer	
_____	low pay and to love the job	_____
_____	average pay and to like the job	_____
_____	superb pay, even if I dislike the job	_____
	I want to	
_____	keep the same job all my life	_____
_____	move up in the same company	_____
_____	learn and move to a better job	_____
_____	have my own business	_____

Discuss with your partner to clarify your choices. All answers are correct.

Educational Level Needed for the Job

The amount of education a person completes is based on personal ambition and the type of work they want to do to earn a living. You need to judge your basic interest areas and favorite work to see what educational level you should plan to reach.

Entry level occupations are a good first job. Such occupations give you work experience and a chance to learn of areas of advancement or of areas to avoid. The following are examples of entry level occupations:

Service Station Attendant	Gardener	Painter
Busing tables	Housekeeper	Janitor

Vocational and Technical level occupations require training in a specific area. Training is available through businesses, unions, and public or private school programs. Some examples are:

Processing Occupations	Using machinery, working indoors, math: Food Packer,
Machine Trades	Repairing or using machinery, math: Mechanic, Machinist
Bench Trades	Using hand tools, working carefully, math: Optician, Electronic Assembler
Structural work	Working outdoors, math, operating large equipment: Carpenter, Bricklayer
Farming, Fishing, Forestry	Working outdoors, growing things: Farmer, National Park Guard
Service Occupations	Working with hands, helping people: Dental Assistant, Manicurist
Clerical and Sales	Typing, math, arranging things, working with people: Secretary, Salesperson

Professional, Technical, and Managerial level occupations require a minimum of a two year degree. Most of these occupations ask for a four year degree to enter and will require additional college credit for advancing to a higher position and salary. Some examples are:

Computer Programmer	Systems Analyst	Industrial Designer
Dietitian	Veterinarian	Teacher
Landscape Architect	Aerospace Engineer	Podiatrist

Paste on 3 x 5 cards

Jorge likes tinkering with cars. He is handy fixing things and enjoys using tools. He wants to be his own boss.	Roberto likes music. He is a good cook. He likes working with people. He is very good with math.
Anita likes working in the health clinic. She is very good with children. She wants to be a nurse.	Marta was a clothes designer in her country. She likes drawing, sewing, and helping people.
Lucero knows a lot about plants. She has a great garden. She has a green thumb.	Toni likes to plan and build things. He likes working with his hands. He is very organized.

Lifelong Learning Opportunities

Accessing lifelong learning opportunities is necessary to achieve social and economic goals in the United States. Adults need the ability to gather information, and analyze it thoughtfully, in order to effectively advance on the job or in their lives. Everyone can learn -- if they develop the self-confidence to learn. Adults can best help their children learn when they invest time in their own education.

Adults can access low-cost learning opportunities. On-the-Job Training allows inexperienced workers to learn skills in an entry level job with help from supervisors. Waiters, salespersons, gardeners, begin with OJT. Apprenticeship programs assign beginning workers to skilled people who teach them a trade. Plumbers, bricklayers, printers are among those who often learn through apprenticeship programs. Public and private vocational training schools offer programs for computer operators, welders, hair stylists, and many others. Community colleges and four-year colleges offer professional degree programs.

Classroom instruction needs to be supplemented by constant efforts to extend the learning into the realm of everyday life. Adult learners should recognize that one of the most important skills they can learn in class is "learning to learn" and that one of the most important commitments they make will be to continue learning once the class is over. "Learning to learn" skills include the motivation to learn from all facets of everyday life and to relate classroom learning to ongoing learning in informal contexts.

Libraries, as well as radio and television, are resources for self-education. Libraries in the U.S. are giving increased attention to providing tutorial materials. There is access to many sources of information and resources for learning. Even if a school program is not available, motivated learners can learn on their own. Libraries are free but they are not yet used fully by immigrants. California has a strong Spanish-English public radio network and Spanish-language television stations. They offer many enriching educational, informational, and cultural programs. In the future, there are likely to be more opportunities for on-line learning accessed through computer terminals.

Employer-sponsored workplace learning programs provide an effective way for immigrant workers to build their English-language, mathematics, and basic skills. Workplace learning programs are usually initiated by employers but employees can often suggest the idea. The California Department of Education is promoting the establishment of workplace learning programs and workers can refer their employers to their local school district or to the Adult Education Office of the California Department of Education.

What Learning Opportunity to Access?

Discuss with your partner the best learning opportunity accessed by the examples below. Choose from: OJT, Apprenticeship Program, Vocational School, Correspondence Courses, Self Study, Community College, Four-year College.

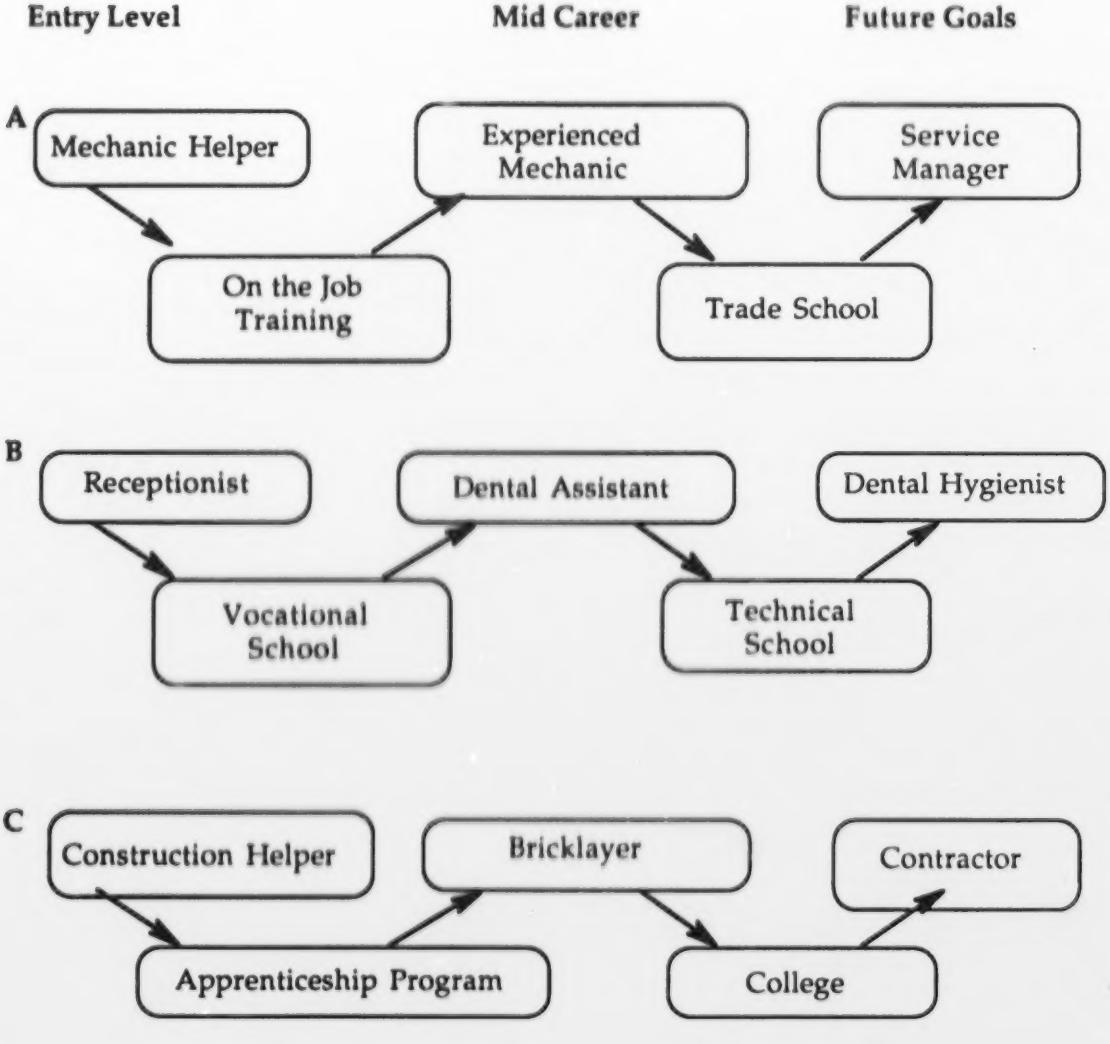
1. Catalina likes chemistry and is studying to be a pharmacist.
2. Tomás joined a union. He'll work with a skilled plumber for four years.
3. Carlos started working in a hotel. The manager told him what his duties were. His friend Sal showed him how to do it.
4. Lorena went to a hair stylists school. She took the state test and received a license. Now she is working in at Super Style.
5. Anita is a Nurse Assistant. She is studying to become a Registered Nurse.
6. Patricia took courses in typing and shorthand to become a secretary.
7. Pepe studied computer repair and opened a small shop.
8. Andrés studied accounting. He is in charge of payroll in a roofing company.
9. Paco works in a restaurant. The cook shows him what to do.
10. Sara learned soldering for electronic parts. She works in a television factory.
11. Guille is an office clerk. She enrolled in a Fashion Design Course. After her children go to bed, she studies and completes the assignments.
12. Manuel is a welder. He learns about new welding equipment and techniques from materials that he gets at the library.
13. Alicia is a secretary. She attends Computer classes every Saturday.
14. Arturo worked in a car garage with his father. Now he is going to school to get a smog license.
15. Pedro worked in construction. After he joined the union, he was assigned to work with a master carpenter.

Career Planning

Career Planning is setting a goal, making decisions that will help you achieve it. That might be choosing a job that will give you a start toward your goal and getting the training or education to reach it.

With your partner analyze the career paths on the following diagrams. Discuss the validity of the plans, the time it would take to accomplish them, and the advantages and disadvantages that you foresee.

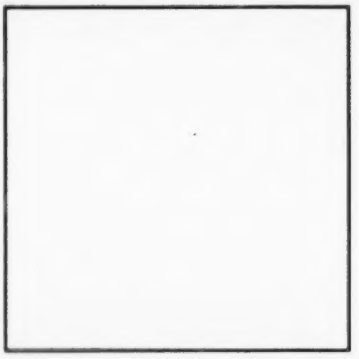
Career Steps



Jobs and Education

Look through the want ads in a newspaper. Cut out ads for four (4) jobs: one professional, one blue collar, one technical, and one interesting to you. Paste the ads in the boxes below. Research the education and training needed for each of the jobs. Write the information on the lines below the ad.

1. _____
2. _____
3. _____
4. _____



1. _____
2. _____
3. _____
4. _____

1. _____
2. _____
3. _____
4. _____

1. _____
2. _____
3. _____
4. _____

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Access to Adult Learning Opportunities"

1. Have you ever thought or talked about the following issues with friends or family members or co-workers?

	For each line, Please check the box that applies to you			
	No or Maybe Once	**A Little**	**A Lot**	**Don't want to talk about this**
a. What you need to know to get better jobs				
b. Whether it's important to take the time and trouble to do something to learn more about something if you already have a job				
c. The advantages and disadvantages of different kinds of programs for helping you learn new skills				
d. How and where to get good career advice				
e. Ways of learning on your own—for example from books, television, or radio programs				
f. If it would be a good idea for your employer to sponsor classes at work				
g. Whether you are good at learning and what kind of help would make it easier to learn				

2. Anna is not really making enough money in her job taking care of children in her home (that is, as a childcare provider), and she is the sole worker for her family. What should Anna think about I deciding what to do?

a. What could she do to learn more about work opportunities?

b. Whom could Anna talk to about how to get a job where she will make more money?

c. What factors should Anna consider to see if she should enroll in an education program as a way to get a better job?

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3. What do you know about where to go to get help or finding out new information or learning new skills?

Do you know:	For each line, Please check the box that applies to you			
	Not Very Confident	**A Little Confident**	**Quite Confident**	**Know all I need to know**
a. where there's a library that's easy to get to for you?				
b. where there are the kinds of books you need to learn the skills you want?				
c. all the places you can go to learn more English or how to read, write or do math better?				
d. where your local community college is and what kinds of help it can give you?				
e. Other places where you can go to get free job training (Programs sponsored by the local Private Industry Council)?				
f. whether people who are legal immigrants, but not yet citizens, can get help with programs to learn new job skills?				
g. where you can get advice about what you need to know if you are thinking about getting a different kind of job?				

4. How important is for you to learn more about how to do the following?

How to:	For each line, Please check the box that applies to you			
	Not Important	**A little Important**	**Quite Important**	**Very Important**
a. Who qualifies and how to apply for free employment training?				
b. How to decide what you will get out of a course or training program; and if it's worth it?				
c. How to overcome the difficulties in going to a program when you have other responsibilities?				
d. How to get good career advice?				
e. The kinds of financial help you can get to go to a community college or trade school?				
f. Estimating how much money it's worth over the course of your lifetime to learn new skills required for a different occupation?				

5. What would you like to learn about finding out about and taking advantage of learning opportunities?

I want to learn:

LAES

Date: _____

Student Name _____

Teacher Name _____

Module 6
"Access to Adult Learning Opportunities"

Please answer the four questions (Q1 through Q4) which appear on this and the following page. For questions Q1 and Q2, the question appears in the shaded boxes; the rest of the material is background information to use in answering the questions.

Background for Q1: Anna feels she is going through a crisis. She has been a housewife and a mother for all of her adult life. Her husband died a few years ago leaving her to raise her three young children. She speaks some English; and she has been taking care of other children in her home as a day care provider while her children were at home and also in need of day care. But, now all her children are in school. She is still doing child care at home to support herself and her family. Anna believes she can do many things and really wants to go out to work. Before she got married she wanted to work in the hotel industry. She got through the 9th grade (secundaria), but then she got married and never did go to work in a hotel. Now, however, she doesn't know what type of job she can get or what types of jobs are available to her. She is not sure about her skills and needs help. And, she is worried about how she can fit anything else in her life, like looking for a job. If she quits this work to look for another job, she may lose money; and this worries her too.

Q1. What resources can you recommend Anna use to help in her make some choices? Please list four resources you recommend and what you think Anna can learn from these resources. See highlighted example

Resource		What can Anna learn using this resource?
Example:	**Local community college**	**Anna can talk to the teacher of the vocational class to see if she can get into the class to get some new skills**
1.		
2.		
3.		
4.		

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Background for Q2: Anna says she feels too old to "go to college" and does not feel comfortable going to the resources you recommended.

Q2. What advice can you give her?

Anna, you should:

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Q3. Did your work on access to adult learning opportunities help you?

For example, to know or understand better:	**Yes/No**	**Please comment on either:** • **How you benefited; or** • **Why you feel this module was not useful for you in this area**
a. Understand what's needed to get different kinds of jobs that interest you		
b. Where you can get advice about getting a different kind of job		
c. If it's important to take the time and trouble to do something to learn more about something if you already have a job		
d. The advantages and disadvantages of different kinds of programs for helping you gain new skills		
e. Ways of learning on your own—for example from books, television, or radio programs		
f. What makes a good learner and what kinds of help makes it easiest for you to learn well		
g. Who qualifies and how to apply for free employment training		
h. How to decide what you will get out of a course or training program; and if it's worth it		
i. How to overcome the difficulties in going to a program when you have other responsibilities		
j. The kinds of financial help you can get to go to a community college or trade school		
k. How to estimate how much money it's worth over the course of your lifetime to learn new skills required for a different occupation		

Q4. What have You Learned about communicating in English which will help you get a better job or pursue your career interests?

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